



**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 537 Art Therapy Research  
SPRING, 2019**

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When: Mondays, 5:30-8:30

Where: TBD

Instructor: Gaelan Walker, MS, ATR

Office hours: By Appointment

E-Mail: [gaelan@lclark.edu](mailto:gaelan@lclark.edu)

Phone: 503-730-9863

Credits: 1

**CATALOG DESCRIPTION**

This course examines emergent methods in art therapy research. Students will explore models of research that involve an interdisciplinary approach: mixed methods, arts-based, and Expressive Therapies Continuum research. Students will be presented with examples of excellence within these paradigms and examine their value within the field.

**COURSE DESCRIPTION**

Art therapy is, in its core, an interdisciplinary field. As such, art therapy has embraced the emerging paradigms of aesthetic, constructivist, and multisensory approaches to generating knowledge. This course examines emergent methods in art therapy research. Students will explore models of research that involve an interdisciplinary approach: mixed methods, arts-based, and Expressive Therapies Continuum research. Students will access current art therapy literature and develop a working understanding of the basic steps required to conduct these methods through a brief arts-based inquiry of a topic of their choice.

**CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS**

<b>Content Area</b>	<b>Description</b>	<b>Mastery Level</b>	<b>Assessment</b>
c.K.1	Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum	Introduce	In Class Assignments
j. S.5	Content related to the applications of	Reinforce	In Class Assignments

	neuroscience theory and research to art therapy practice		
m.K.1	Recognize foundational purposes, methods, and ethical, legal, and cultural considerations of research	Reinforce	In Class Assignments, Statement of Purpose, Art-Based Inquiry
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	Introduce	In Class Assignments, Art-Based Inquiry
m.K.3	Describe art-based research methodology as it relates to art therapy	Mastery	In Class Assignments, Statement of Purpose, Art-Based Inquiry
m.A.1	Recognize ethical and legal considerations used to design, conduct, interpret, and report research	Reinforce	In Class Assignments, Statement of Purpose, Art-Based Inquiry
m.A.2	Recognize cultural considerations used when conducting, interpreting, and reporting research	Reinforce	In Class Assignments
n.K.1	Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice	Reinforce	In Class Assignments

**Optional Texts:**

Kapitan, L. (2017). *Introduction to art therapy research (2<sup>nd</sup> ed.)*. New York, NY: Routledge.

Leavy, P. (Ed.) (2017). *Handbook of arts-based research*. New York, NY: The Guilford Press.

**Required Articles and Chapters:**

Fish, B. (2017). Drawing and painting research. In P. Leavy (Ed.), *Handbook of Arts-Based Research*. New York, NY: The Guilford Press.

Haiblum-Itskovitch, S., Czamanski-Cohen, J., & Galili, G. (2018). Emotional responses and changes in heart rate variability following art-making with three different art materials. *Frontiers in Psychology, 9*, 1-9.

Kapitan, L. (2017). *Introduction to Art Therapy Research*. New York, NY: Routledge. Arts-Based Research: Chapter 8, p. 211-236.

Kuttner, P., Sousanis, N., & Weaver-Hightower, M. (2017). How to draw comics the scholarly way: Creating comics-based research in the academy. In P. Leavy (Ed.), *Handbook of Arts-Based Research*. New York, NY: The Guilford Press.

McNiff, S. (2017). Philosophical and practical foundations of artistic inquiry: Creating paradigms,

methods, and presentations based in art. In P. Leavy (Ed.), *Handbook of Arts-Based Research*. New York, NY: The Guilford Press.

Nan, J. K. M., & Ho, R. T. H. (2017). Effects of clay art therapy on adults with major depressive disorder: A randomized controlled trial. *Journal of Affective Disorders*, 217(1), 237-245.

Robb, M., & Miller, A. (2017). Supervisee art-based disclosure in El Duende process painting. *Art Therapy: Journal of the American Art Therapy Association*, 34(4), p. 192-200.

Scotti, V. & Chilton, G. (2017). Collage as Arts-Based Research. In P. Leavy (Ed.), *Handbook of Arts-Based Research*. New York, NY: The Guilford Press.

Van Lith, T. (2014). "Painting to Find My Spirit": Art making as the vehicle to find meaning and connection in the mental health recovery process. *Journal of Spirituality in Mental Health*, 16(1), p. 19-36.

## **NONDISCRIMINATION**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

## **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

## **TEACHING METHODS**

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

## **CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of

class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

**CELL PHONES**

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

**CLASS PREPARATION**

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

**ASSIGNMENTS AND COURSE REQUIREMENTS**

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

**EVALUATION AND GRADING**

Attendance and Participation	10 points
Statement of Purpose	5 points
Art-based Inquiry Project	85 points
<b>Total</b>	<b>100 points</b>

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

*NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.*

## ASSIGNMENTS AND EVALUATION

### 1. Attendance and participation in all classes (10 points)

<b>Class participation</b>	<b>Possible points</b>
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1

### 2. Statement of Purpose (5 points)

Students will provide a single-page statement of purpose for their final art-based inquiry project. The statement will include the student's topic for his/her art-based inquiry project, personal background/experience with the inquiry topic. The statement should describe which art materials will be used as means for exploring the topic.

<b>Statement of Purpose</b>	<b>Possible points</b>
The statement of purpose will include the student's interest in their art-based inquiry project, and personal background/experience (or lack thereof) with the inquiry topic.	3

The statement describes which art materials are intended for use as a means of exploring the topic. A rationale for this selection is provided.	2
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### 3. Art-Based Inquiry Project (85 points)

*“Art is not solely a descriptive or representational form but also a valued means for constructing new knowledge.”*

– Lynn Kapitan, *Introduction to Art Therapy Research*, p. 162.

Develop familiarity with the methodology and processes used in arts-based research through a brief arts-based inquiry project. Following the topic of interest developed in the *Statement of Purpose*, delve in to the topic using the methodological steps outlined in course readings (e.g. Kapitan, 2017, Leavy 2017, McNiff, 2017). The topic of choice may be reflective of clinical practice, related to art therapy program coursework, or a subject related to art therapy practice that is independently investigated. As is the case in arts-based research, the use of arts processes may be developed in the conceptual investigation of the topic or in the analysis and presentation of the inquiry. Regardless of the method chosen during this process, develop at least three pieces of artwork, write a brief artist’s statement, and present the inquiry on the final day of the course.

Art-Based Inquiry	Possible points
An arts-based methodology is implemented (limited in scope by the time parameters of the course), as outlined in course readings	35
The inquiry attempts to provoke, challenge, and/or illuminate the topic rather than confirming or consolidating knowledge	20
Quality of artwork: the craftsmanship, choice of materials, and aesthetics	20
The inquiry is presented effectively to the class	10

### COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1 1/7/2019	Course Overview Syllabus Review  Theory of Arts-Based Inquiry	McNiff, S. (2017). Philosophical and practical foundations of artistic inquiry: Creating paradigms, methods, and presentations based in art. In P. Leavy (Ed.), <i>Handbook of Arts-Based Research</i> . New York, NY: The Guilford Press.

	Handout: American Art Therapy Association Outcomes Bibliography	Kapitan, L. (2018). <i>Introduction to Art Therapy Research</i> . New York, NY: Routledge. Chapter 8, p. 211-236).
Week 2 1/14/2019	Examples of Arts-Based Inquiry  Collage as Arts-Based Inquiry  Video: Transition from Student to Practitioner in Art Therapy	Fish, B. (2017). Drawing and painting research. In P. Leavy (Ed.), <i>Handbook of Arts-Based Research</i> . New York, NY: The Guilford Press.  Kuttner, P., Sousanis, N., & Weaver-Hightower, M. (2017). How to draw comics the scholarly way: Creating comics-based research in the academy. In P. Leavy (Ed.), <i>Handbook of Arts-Based Research</i> . New York, NY: The Guilford Press.
Week 3 1/28/2019	Mixed Methods Art Therapy Research	<i>Statement of Purpose Due</i>  Van Lith, T. (2014). "Painting to Find My Spirit": Art making as the vehicle to find meaning and connection in the mental health recovery process. <i>Journal of Spirituality in Mental Health</i> , 16(1), p. 19-36.  Robb, M., & Miller, A. (2017). Supervisee art-based disclosure in <i>El Duende</i> process painting. <i>Art Therapy: Journal of the American Art Therapy Association</i> , 34(4), p. 192-200.
Week 4 2/04/2019	Expressive Therapies Continuum Research	Nan, J. K. M., & Ho, R. T. H. (2017). Effects of clay art therapy on adults with major depressive disorder: A randomized controlled trial. <i>Journal of Affective Disorders</i> , 217(1), 237-245.  Haiblum-Itskovitch, S., Czamanski-Cohen, J., & Galili, G. (2018). Emotional responses and changes in heart rate variability following art-making with three different art materials. <i>Frontiers in Psychology</i> , 9, 1-9.
Week 5 2/11/2019	Final Class Sharing artwork	Art-Based Inquiry Projects Due